

Enhanced Work Planning Training for Oak Ridge

Date: Thursday, January 15, 1998; **Time:** 8:00 am-3:00 pm

Location: Building 9720-6, Large Conf. Rm. **Lunch:** 1 hour ("On your own")

Class size: Limited to 15- 20 participants

Trainers: Bruce Breslau EH-53
Roy Stallions, Facilities Management Organization, Y-12
Linda Yost, EH Technical Assistance
Frank Fitzpatrick, EH Technical Assistance

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Target Audience:

- o Those wishing to learn how to get an EWP initiative started (or expanded) within their organization at Oak Ridge;
- o Existing EWP core team members seeking to enhance their understanding of the EWP program at Oak Ridge and around the Complex so as to maximize their program s effectiveness;
- o Those seeking additional information about EWP and who are presently assessing the merits and feasibility of joining the Oak Ridge EWP Program.

Instructional methods:

The course will be delivered in a workshop/seminar format to facilitate the exchange of ideas and to provide time for question and answer sessions. Material will be presented followed by a guided discussion period. Throughout the discussion periods, the instructors will encourage participants to contribute to problem solving and brainstorming discussions drawing upon their current work control experiences and needs. Presentation of materials and discussions will be facilitated by using case studies and examples of successful EWP products and tools from throughout the DOE Complex. The five elements of EWP will be explained and reinforced throughout the instruction.

Course Objectives:

- o To teach the principles of EWP and how to implement them to evaluate and improve the work requesting/planning/execution approaches used by the organization.

- o To teach the EWP strategies and techniques which have proven successful in effecting positive changes in work control.
- o To identify how an EWP program is launched and core teams are assembled.
- o To familiarize participants with tools and work products used/developed by other EWP programs at sites throughout the DOE Complex.

Course Outline

Welcome Ray Smith, FMO

I. Introduction (15 minutes) Linda Yost

- A. Instructor introduction
- B. Course Maintenance (breaks, exits, etc.)
- C. Participants introduction
- D. Icebreaker exercise

II. Video: "EWP Overview" Linda Yost

III. Motivation (10 minutes) Bruce Breslau

- A Why EWP?
 - B. Grass-roots program
 - C. How EWP relates to the mission of their facility
 - D. Attributes of a good EWP team and participants
 - E. Program only as good as implementation
 - F. Safety and productivity statement

IV. Course Objective and overview (10 minutes) Linda Yost

- A. Roles and Responsibilities of the EWP Core Team in implementing EWP
- B. Case Study Using the EWP process
- C. Application of Problem Solving Skills and Effective Team Participation
- D. Barriers to Efficient and Effective Implementation of EWP
- E. EWP products, practices and tools developed at other facilities or sites
- F. Performance Indicators
- G. Mentoring/Coaching
- H. Closure (When do we declare victory)
- I. Review

V. Roles/Responsibilities of the EWP Core Team (2 hrs 15 minutes)

- A. Baseline current control practices ("AS-IS")

- B. List the strengths and weaknesses of the current work control process
- C. Identify issues and functional areas that warrant enhancements
- D. Review and evaluate work control process from other facilities and sites
- E. Develop new work flow diagram ("SHOULD-BE")
- F. Develop process specific implementation plan and schedule for core team activities
- G. Implement changes
- H. Evaluate effect of changes resulting from the enhancements
- I. Closure and self-assessment

-----LUNCH (one hour)-----

VI. Case Study (40 minutes)

Objective: Using an Oak Ridge case study situation, participants will evaluate the present "AS IS" work process and apply applicable elements of EWP to enhance identified features of the work control process needing improvement.

- A. Introduction into how to function as an effective Team Linda Yost
 - 1. Definition of effective team
 - 2. Self-knowledge
 - 3. Group processing skills
 - 4. Knowledge of team development
 - 5. Leadership skills
 - 6. Interpersonal skills
 - 7. Communication skills
- B. Case Study using provided field examples Frank Fitzpatrick
 - 1. Members will have to partially plan example work request in order to understand current work control process.
 - 2. Team will then use Team skills and elements of EWP to identify and enhance features of the work control process needing improvement.
- C. Y-12 "Collapsed Tent" write-up Frank Fitzpatrick

VII. Application of Problem Solving Skills & Effective Team Participation Linda Yost
(20 minutes)

- A. Discuss the team's impression of their effectiveness as a team
- B. Debrief of how Core Team actually functioned as a team
- C. Discussion on how teamwork exhibited could have been improved and/or what to expect next.
- D. Provide an example and help the team develop a simple performance indicator to

- measure their future effectiveness as a team
- E. Provide the "Team Training Toolbox" to the team leader and explain it's designed use for solving the following common teamwork problems:
1. Goals and objectives
 2. Utilization of resources
 3. Trust and conflict resolution
 4. Leadership effectiveness
 5. Team control and group interaction procedures
 6. Interpersonal communications
 7. Problem solving/decision making
 8. Experimentation/creativity
 9. Evaluation

VIII. Discuss barriers to EWP implementation (15 minutes) Frank Fitzpatrick

- A. Participants provide list of site specific barriers after examples provided by instructor.
- B. Instructor helps class analyze ways to eliminate identified barriers.
 1. Provide proven solutions to supplied examples
 2. Use elements of EWP to determine possible solutions
- C. Use of "Verification and Validation" process
- D. Oak Ridge Steering Committee
- E. Publicizing activities/successes

IX. EWP products and tools developed at other sites (15 minutes) Linda Yost
Bruce Breslau

- A. Matrix of information provided to students in hard copy
- B. Instructor selects various examples off matrix based on class defined problems from earlier discussions, explains how they work, and shows class how to obtain information from other sites.
- C. Instructor emphasizes information flow is two-way and explains how to distribute new information and products from developing sites to the rest of the DOE complex.
- D. EWP tools and work products developed at Oak Ridge (WPPIS, "job package improvement process")

X. Performance Indicators (50 minutes) Linda Yost (10 minutes on generic info)
Bruce Breslau (10 minutes on "3 tier")
Roy Stallions (30 minutes on "\$1million cost avoidance")

- A. Review definition of Performance Indicators
- B. Review the process for establishing meaningful Performance Indicators
 1. Baseline (Where they are)

- 2. Measurable (Quantitative/qualitative)
- 3. Goal (Where they want to be)
- C. Emerging EWP PI “tiers”
- D. Starting with instructor provided examples, class will list performance indicators for their own previously identified situations.
 - 1. Must be measurable
 - 2. Get everybody involved
 - 3. Make sure all participants make the connection that the work they accomplish actually affects the identified performance indicators.
- E. \$1 million cost avoidance

- XI. Mentoring/coaching (5 minutes) Linda Yost
 - A. Stress that as members of core team, they are never really "out of the picture."
 - B. Team members continue to assist in implementation and refinement.
 - C. Instructor will provide actual examples of the roles of the core team members after EWP implementation.
- XII. Closure (5 minutes) Linda Yost
 - A. Line Management has fully accepted ownership
 - B. Elements of EWP are institutionalized
 - C. Enhanced process and products are implemented
 - D. Continuous improvement process is in place
- XIII. Review (5 minutes) Linda Yost
 - A. Revisit course objectives
 - B. Review course overview
 - C. Ask class where they go from here
 - 1. Elicit positive responses to get started
 - 2. Motivate class - they are the beginning, they have been empowered to help make things better, but now is the time to get started and "think outside the box!" (Use "half of eight" exercise as example of thinking "outside the box").